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ABSTRACT

Including revisions and updates in all areas, this book functions as a pre-service and in-service teacher self-instructional manual in word recognition skills. The first part of the book discusses the controversy concerning early phonics instruction versus use of the whole language approach, and then discusses consonants, vowels, reading readiness, and how to begin to teach phonics. The second part discusses additional word recognition skills, including sight words, structural analysis, context clues, and using the dictionary. The third part addresses an improved decoding strategy. The fourth part discusses the expanding role of the computer in the reading classroom. The fifth part addresses meeting the special needs of students. Appendixes present answer keys, record forms, example word lists, tests, and resources for the teacher. (RS)

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